

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Belle Fourche School District
Accountability Review - Monitoring Report 2012-2013

Team Members: Joan Ray, Team Linda Shirley, Mary Borgman, Rita Pettigrew, Chris Sargent, Educational Specialists, and Dave Halverson, Transition Liaison

Dates of On Site Visit: October 23-24, 2012

Date of Report: November 28, 2012

All non-compliance must be corrected within 1 year of this report date.

Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Division of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Division of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

24:05:25:04.02. Determination of needed evaluation data. As part of an initial evaluation, if appropriate, and as part of any reevaluation, the individual education program team required by § 24:05:27:01.01 and other qualified professionals as appropriate with knowledge and skills necessary to interpret evaluation data, shall: (1) Review existing evaluation data on the child, including:(a) Evaluations and information provided by the parents of the child;(b) Current classroom-based local or state assessments and observations; and (c) Observations by teachers and related services providers; and (2) Based on the above review and input from the student's parents, identify what additional data, if any, are needed to determine: (a) Whether the student has a particular category of disability as described in this article; (b) The present levels of academic achievement and related developmental needs of the student; and (c) Whether the student needs special education and related services. The school district shall administer assessments and any other evaluation materials as may be needed to produce the data required to make the determinations listed in subdivision (2) of this section. If no additional data are needed to make the determinations listed in subdivision (2) of this section, the school district shall notify the student's parents of this fact and the reasons for this decision. The group described in this section may conduct its review without a meeting.

24:05:25:02.01. Parental consent for initial evaluation. Any school district proposing to conduct an initial evaluation to determine whether a child qualifies as a child with a disability shall, after providing notice consistent with chapter 24:05:30, obtain informed consent from the parent of the child before conducting the evaluation. Parental consent for initial evaluation may not be construed as consent for initial provision of special education and related services. The school district shall make reasonable efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability. To meet the reasonable efforts requirement in this section, the district shall document its attempts to obtain parental consent using the procedures in § 24:05:25:17.

Corrective Action:

Through a review of student files and data gathered by the team, it was noted consent was not obtained from the parent/adult student to pull forward, and parent input into the evaluation process was missing.			
Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:
Student #3 – Must acquire consent from parents to pull forward evaluations	Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance. Activity/Procedure: 1. The district must review current policy/procedure and practice regarding this issue.	The district will collect and submit to SEP the following data: 1. The district must submit procedures to be used to acquire consent to pull forward evaluations on the prior notice.	The district will collect and submit to SEP the following data: 1. Prior notice consent for evaluation 2. Copies of all evaluation reports
		Timeline for Completion: February 1, 2013	Timeline for Completion: May 10, 2013

ARSD 24:05:25:03.04. Evaluation procedures -- Notice. The school district shall provide notice to the parents of a child with a disability, in accordance with this article, that describes any evaluation procedures the district proposes to conduct.

Corrective Action:

Through a review of student records and interview, the monitoring team noted in files reviewed, either assessments identified on prior written notices did not contain all assessments used to evaluate the student, or assessments were administered without a notice provided to the parents the files reviewed.			
Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:
<p>Student #</p> <p>5 – Consent gained to assess articulation, but not completed.</p> <p>16 - No consent acquired for achievement. Consent gained to assess articulation, but not assessed and language assessment was completed without consent.</p>	<p>Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.</p> <p>Activity/Procedure:</p> <p>1. The district must review current policy/procedure and practice regarding this issue.</p> <p>2. The district must obtain consent from parents on prior notice/consent to bring forward previous assessments given, by documenting the assessments to be pulled forward along with the date on the report which contains the assessment to be used or for the administration of all assessments or acquire consent to conduct additional evaluation to ensure a comprehensive evaluation is completed for each category of suspected disability for each student. Evaluation reports must be written and copies provided to parents. The IEP team must meet to determine eligibility and amend the current IEP, or write a new IEP to reflect current evaluation and eligibility data.</p>	<p>The district will collect and submit to SEP the following data:</p> <ol style="list-style-type: none"> 1. Prior notice consent for evaluation 2. Copies of all evaluation reports 3. Meeting notice 4. Eligibility document 5. Revised or new IEP 	<p>The district will collect and submit to SEP the following data:</p> <ol style="list-style-type: none"> 1. Prior notice consent for evaluation 2. Copies of all evaluation reports 3. Meeting notice 4. Eligibility document 5. Revised or new IEP
		Timeline for Completion: February 1, 2013	Timeline for Completion: May 10, 2013

ARSD24:05:25:04. Evaluation procedures -- General. School districts shall ensure, at a minimum, that evaluation procedures include the following:

(1) Assessments and other evaluation materials are provided and administered in the child's native language or by another mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer. In addition, assessments and other evaluation materials: (a) Are used for the purposes for which the assessments or measures are valid and reliable; and (b) Are administered by trained and knowledgeable personnel in conformance with the instructions provided by their producer;

(5) A variety of assessment tools and strategies are used to gather relevant functional, developmental, and academic information about the child, including information provided by the parents, that may assist in determining: (a) Whether the child is a child with a disability; and (b) The content of the child's IEP, including information related to enabling the child: (i) To be involved in and progress in the general education curriculum; or (ii) For a preschool child, to participate in appropriate activities; and

(8) The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified. Assessments of children with disabilities who transfer from one school district to another school district in the same school year are coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with § 24:05:25:03.01, to ensure prompt completion of full evaluations.

Corrective Action:

Through a review of student records and interview, the monitoring team noted a comprehensive evaluation was not conducted in the following student files reviewed.			
Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:
<p>Student #</p> <p>2 – An ability/achievement test given was not valid for the age of the student.</p> <p>9 – Skill-based achievement assessment was not summarized into report.</p> <p>Consent was not acquired to include current medical data from a qualified examiner and observation for a comprehensive evaluation.</p> <p>16 – Specific skill-based assessment must be assessed in each area of eligibility.</p> <p>19 - Though the team was considering eligibility in the category of Hearing Loss, language was not included in the evaluation. The audiological assessment was not summarized into a report.</p>	<p>Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.</p> <p>Activity/Procedure:</p> <p>1. The district must review current policy/procedure and practice regarding this issue.</p> <p>2. The district must acquire consent to conduct additional evaluation to ensure a comprehensive evaluation is completed for each category of suspected disability for each student. Evaluation reports must be written and copies provided to parents. The IEP teams must meet to determine eligibility and amend the current IEP, or write a new IEP to reflect current evaluation and eligibility data.</p>	<p>The district will collect and submit to SEP the following data:</p> <ol style="list-style-type: none"> 1. Prior notice consent for evaluation 2. Copies of all evaluation reports 3. Meeting notice 4. Eligibility document 5. Revised or new IEP 	<p>The district will collect and submit to SEP the following data:</p> <ol style="list-style-type: none"> 1. Prior notice consent for evaluation 2. Copies of all evaluation reports 3. Meeting notice 4. Eligibility document 5. New IEP
		Timeline for Completion: February 1, 2013	Timeline for Completion: May 10, 2013

ARSD 24:05:25:12. Documentation of eligibility for specific learning disabilities. For a child suspected of having a specific learning disability, the documentation of the determination of eligibility shall contain a statement of: (1) Whether the child has a specific learning disability; (2) The basis for making the determination, including an assurance that the determination has been made in accordance with this section; (3) The relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child's academic functioning; (4) The educationally relevant medical findings, if any; (5) Whether: (a) The child does not achieve adequately for the child's age or does not meet state-approved grade-level standards; and (b) The child does not make sufficient progress to meet age or state-approved grade-level

standards; or the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade level standards or intellectual development;

(6) The determination of the group concerning the effects of a visual, hearing, or motor disability; cognitive disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level; (7) If the child has participated in a process that assesses the child's response to scientific, research-based intervention: (a) The instructional strategies used and the student-centered data collected; and (b) The documentation that the child's parents were notified about:

- (i) The state's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided;
 - (ii) Strategies for increasing the child's rate of learning; and (iii) The parents' right to request an evaluation;
- (8) If using the discrepancy model, the group finds that the child has a severe discrepancy of 1.5 standard deviations between achievement and intellectual ability in one or more of the eligibility areas, the group shall consider regression to the mean in determining the discrepancy; and (9) If using the response to intervention model for eligibility determination, the group shall demonstrate that the child's performance is below the mean relative to age or state approved grade level standards.

Corrective Action:

Through file review of students identified as being a student with a learning disability, the review team determined the district did not consistently document all required content in the process of determining eligibility under this disability.			
Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:
Student # 1, 10, 16 & 17 – When a student is evaluated for Specific Learning Disability, regardless of if they qualify SLD or not, the team must address all required content for the discrepancy model.	<p>Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.</p> <p>Activity/Procedure:</p> <p><u>Student #1-</u> The eligibility document must be amended to include: description of the adverse effects of the disability on the student's educational performance, (3) The relevant behavior, if any, noted during the observation of the child, and the relationship of that behavior to the child's academic functioning; (7) If the child has participated in a process that assesses the child's response to scientific, research-based intervention: (a) The instructional strategies used and the student-centered data collected; and (b) The documentation that the child's parents were notified about: (i) The state's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; (ii) Strategies for increasing the child's rate of learning; and (iii) The parents' right to request an evaluation;</p> <p><u>Student #10-</u> The eligibility document must be amended to include: attendance, (3) The relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child's academic functioning; (4) The educationally relevant medical findings, if any; (5) Whether: (b) The child does not make sufficient progress to meet age or state-approved grade-level standards; or the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade level standards or intellectual development;</p> <p>(7) If the child has participated in a process that assesses the child's response to</p>	<p>The district will collect and submit to SEP the following data:</p> <ol style="list-style-type: none"> 1. Meeting notice to amend the eligibility document 2. Copy of amended eligibility document for the identified student 	<p>The district will collect and submit to SEP the following data:</p> <ol style="list-style-type: none"> 1. Prior notice consent for evaluation 2. Copies of all evaluation reports 3. Meeting notice 4. Eligibility document 5. Revised or new IEP

	<p>scientific, research-based intervention: (a) The instructional strategies used and the student-centered data collected; and (b) The documentation that the child’s parents were notified about:(i) The state’s policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; (ii) Strategies for increasing the child’s rate of learning; and (iii) The parents’ right to request an evaluation;</p> <p><u>Student #16-</u> The eligibility document must be amended to include: description of the adverse effects of the disability on the student’s educational performance (3) The relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child’s academic functioning; (4) The educationally relevant medical findings, if any;</p> <p>(7) If the child has participated in a process that assesses the child’s response to scientific, research-based intervention: (a) The instructional strategies used and the student-centered data collected; and (b) The documentation that the child’s parents were notified about:(i) The state’s policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; (ii) Strategies for increasing the child’s rate of learning; and (iii) The parents’ right to request an evaluation;</p> <p><u>Student #17-</u> The eligibility document must be amended to include: description of the adverse effects of the disability on the students educational performance</p>		
		Timeline for Completion: February 1, 2013	Timeline for Completion: May 10, 2013

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include: (1) A statement of the student's present levels of academic achievement and functional performance, including: (a) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students); or (b) For preschool student, as appropriate, how the disability affects the student's participation in appropriate activities;

Corrective Action:

Through a review of student records, the monitoring team noted how the student's disability affects his/her involvement and progress in the general education curriculum was not accurately documented in the students' IEPs.			
Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:
<p>Student #</p> <p>8 & 16 – The PLAAFP page is to include skill specific strengths and weaknesses in each skill area affected by the disability</p> <p>12 – The PLAAFP is to include parent input</p>	<p>Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.</p> <p>Activity/Procedure:</p> <p>1. The district must review current policy/procedure and practice regarding this issue.</p> <p>2. The IEP teams are to meet, review, and amend the students'</p>	<p>The district will collect and submit to SEP the following data:</p> <p>1.Meeting notices for the meetings to amend the IEPs</p> <p>2. The amended IEPs that includes correction to the</p>	<p>The district will collect and submit to SEP the following data:</p> <p>1. Copies of most recent evaluation reports</p> <p>2. Meeting notice</p>

1, 3, 8, 12, & 17 – The PLAAFP must include a specific statement describing how the disability affects a student's involvement and progress in the general curriculum	IEP/PLAAFP statement: how the student's disability affects the student's involvement and progress in the general education curriculum; or for a preschool student, how the disability affects the student's participation in appropriate activities.	PLAAFP statement.	3. Eligibility document 4. Revised or new IEP
		Timeline for Completion: February 1, 2013	Timeline for Completion: May 10, 2013

ARSD 24:05:27:01.02. Development, review, and revision of individualized education program. In developing, reviewing, and revising each student's individualized education program, the team shall consider the strengths of the student and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the student, the academic, developmental, and functional needs of the student. The individualized education program team also shall: (1) In the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior;

Corrective Action:

Through a review of student records, the monitoring team identified a student with behavior needs that were not addressed when considering special factors during the development of the IEP. This student was identified on child count under the category of 525. Significant behavior concerns were identified during the evaluation process. A diagnosis of ADHD was discussed at the meeting. When considering special factors during the development of the IEP, the team indicated the student did not have any behavior concerns.			
Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:
Student # 5 – Though the student qualified Specific Learning Disability, there was evidence in the evaluation and in the IEP that behavior is impeding the student's learning or that of others	Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance. Activity/Procedure: 1. The district must review current policy/procedure and practice regarding this issue. 2. The IEP team must conduct additional evaluation to gather skill-based assessment in the area of behavior for this student. 3. Evaluations must be summarized into a written report and copies provided to parents. 4. The IEP teams must meet to amend the present levels of academic achievement and functional performance (PLAAFP), and use the skill-based assessment to develop the content of the IEP (PLAAFP). 5. The IEP team must also develop positive intervention strategies that	The district will collect and submit to SEP the following data: 1. Prior notice/consents for the administration of the skill-based assessment, 2. The meeting notice to amend the IEP 3. The amended IEP that includes the skill-based information to develop the PLAAFP, and consideration of special factors that include positive intervention strategies addressing the student's behavior.	The district will collect and submit to SEP the following data: 1. Prior notice consent for evaluation 2. Copies of all evaluation reports 3. Meeting notice 4. Eligibility document 5. New IEP

	their teachers must implement to address the behavior needs, if any, of the student.		
		Timeline for Completion: February 1, 2013	Timeline for Completion: May 10, 2013

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include: (2) A statement of measurable annual goals, including academic and functional goals, designed to: (a) Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and (b) Meet each of the student's other educational needs that result from the student's disability. For students with disabilities who take alternate assessments aligned to alternate achievement standards, each student's IEP shall provide a description of benchmarks or short-term objectives;

Corrective Action:

Though file review, the team determined the district does not adequately complete all areas of the Individualized Education Plan (IEP) for all students. Goals were not developed to provide educational benefit to the student, more specifically in the area of eligibility.			
Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:
<p>Student #</p> <p>10 – Goals in the student's IEP must link back to address a specific skill-based weakness identified through the evaluation process</p> <p>12 – Goals must address each skill area affected by the disability and must identify the specific skill to be addressed</p>	<p>Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.</p> <p>Activity/Procedure:</p> <p>1. The district must review current policy/procedure and practice regarding this issue.</p> <p>2. The IEP team is to meet and amend the student's IEP to include at a minimum one goal in each area of eligibility.</p>	<p>The district will collect and submit to SEP the following data:</p> <p>1. Meeting notice to amend the IEP</p> <p>2. Copy of amended IEP</p>	<p>The district will collect and submit to SEP the following data:</p> <p>1. Copies of most recent evaluation reports</p> <p>2. Meeting notice</p> <p>3. Eligibility document</p> <p>4. Revised or new IEP</p>
		Timeline for Completion: February 1, 2013	Timeline for Completion: May 10, 2013

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include: (3) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student: (a) To advance appropriately toward attaining the annual goals; (b) To be involved and make progress in the general education curriculum in accordance with this section and to participate in extracurricular and other nonacademic activities; and (c) To be educated and participate with other students with disabilities and nondisabled students in the activities described in this section;

Corrective Action:

Through a review of student records, the monitoring team noted the amount of time to be committed to specific services was not documented in the students' IEP.			
Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:

Student # 3, 6, 9, 10, 12, 14, 16, 17, 18 & 19 - Services need to broken out to describe the specific service reflecting each area of eligibility	Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance. Activity/Procedure: 1. The district must review current policy/procedure and practice regarding this issue. 2. The IEP team is to meet and amend the special education services to be provided in this student IEP and specifically address the specialized instruction needed.	The district will collect and submit to SEP the following data: 1. Meeting notice to amend the IEP 2. A copy of the IEP amendment that describes the special education service to be provided to the student	The district will collect and submit to SEP the following data: 1. Copies of most recent evaluation reports 2. Meeting notice 3. Eligibility document 4. Revised or new IEP
		Timeline for Completion: February 1, 2013	Timeline for Completion: May 10, 2013

ARSD 24:05:28:01. Least restrictive program to be provided. Children in need of special education or special education and related services, to the maximum extent appropriate, shall be educated with children who are not disabled and shall be provided special programs and services to meet their individual needs which are coordinated with the regular educational program. Special classes, separate schooling, or other removal of children with disabilities from the regular educational classroom may occur only when the nature or severity of the child's needs is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

ARSD 24:05:28:02. Continuum of alternative placements. Alternative placements which must be made available include the following: (1) Regular educational programs with modification; (2) Resource rooms; (3) Self-contained programs; (4) Separate day school programs; (5) Residential school programs; (6) Home and hospital programs; and (7) Other settings. For each of the programs listed in this section, the IEP team shall determine the extent to which related services are required in order for the child to benefit from the program. The length of the school day must be equal in duration to that of a regular public school day unless an adjusted school day is required to meet the individual needs of the child. The IEP team shall provide for supplementary services, such as resource room or itinerant instruction, to be provided in conjunction with regular class placement, as applicable. In those cases where placement is made in a separate day school program or residential school program, the district may abide by the school term of the facility in which the child is placed based on the individual needs of the child.

Corrective Action:

The justification for placement statement did not consistently reflect the student's instructional needs as the basis for removing them from the general classroom setting, or was not student specific.			
Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:
Student # 8, 9, 16, 17, 18 & 19 - The IEP must provide a written statement describing the instructional needs that resulted in the decision to place a student in any setting on the continuum	Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance. Activity/Procedure: 1. The district must review current policy/procedure and practice regarding this issue.	The district will collect and submit to SEP the following data: 1. Meeting notice to amend the current IEP 2. Amended IEP	The district will collect and submit to SEP the following data: 1. Copies of most recent evaluation reports 2. Meeting notice 3. Eligibility document 4. Revised or new IEP

	Timeline for Completion: February 1, 2013	Timeline for Completion: May 10, 2013
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ARSD 24:05:25:26. Extended school year authorized. The district shall provide extended school year services to eligible children if the IEP team determines on an individual basis that such services are necessary for the provision of FAPE.

Corrective Action:

Through the files reviewed for extended school year services (ESY), the team did not consistently address ESY in students' IEPs.			
Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:
Student # 2, 5 & 9 - The IEP must address ESY and if needed documentation for goals to be addressed, service needed, the dates of ESY, and the specific amount of service needed	Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance. Activity/Procedure: 1. The district must review current policy/procedure and practice regarding this issue.	The district will collect and submit to SEP the following data: 1. Meeting notice to amend the current IEP to address ESY 2. Amended IEP	The district will collect and submit to SEP the following data: 1. Annual IEP
		Timeline for Completion: February 1, 2013	Timeline for Completion: May 10, 2013

Prong 1: Data submitted will be used to verify correction of each individual case of noncompliance.
Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of <u>updated data</u> . Verification of correctly implemented policy/procedure/practice identified in Prong 1.
Target Date for Completion:
Date - Status Report:
Prong 1: Data submitted will be used to verify correction of each individual case of noncompliance.

State Performance Plan – Performance Indicators

Indicator 5: Placement of Children Age 6-21

A) Percent of children with IEPs inside the regular class 80% of more of the day.

State Target: 66% or higher

District Rate: <u>86.55%</u>
District Response:

It is a priority to ensure students are being served within the regular education setting to the maximum extent appropriate. The Belle Fourche School District feels that for a majority of the students, services within the regular education setting is appropriate and more beneficial than services in the resource room. Inclusion services offer many advantages when compared to exclusion/pull-out services. Students are exposed to grade-level curriculum, which they may not be if provided instruction in the resource room. In addition to the academic benefit, participation in the regular classroom has numerous social and emotional advantages as well.

Indicator 3: Participation and Performance on Statewide Assessments: Participation and performance of children with disabilities on Statewide Assessments.

Reading:

C) Did the district meet the proficiency target for the subgroup of students with disabilities in the statewide assessment?

Grades K –8

State Target 76% or higher

District Rate: 27.5%

District Response:

Belle Fourche School District utilizes multiple web-based academic programs to supplement the core academic instruction that the students receive within the classroom. Some examples of the programs we use are Reading Plus, Moby Math and Study Island. Study Island is used in our elementary and middle schools. Moby Math and Reading Plus have primarily been used at the middle school level. At the middle school level, the district targets the subgroup of students who performed below proficient with specific interventions in addition to the web-based programs previously noted (many students in this subgroup are regular education). The district makes available an additional instructional period of reading and math and encourages students in this subgroup to participate in these periods of instruction instead of exploratory/elective-type classes. The middle school as a whole has made AYP and shown growth each of the last three years on the statewide testing. The improvements have been observed throughout the student population, including the special education subgroup.

Grades 9 – 12

State Target 71% or higher

District Rate: 9.09%

District Response:

The inclusion services provided in the district to a majority of the special education students benefit them when it comes time to take the district and statewide assessments. The district significantly surpasses the state target rate in the area of providing instruction in the least-restrictive environment.

Math:

C) Did the district meet the proficiency target for the subgroup of students with disabilities in the statewide assessment?

Grades K –8

State Target 76% or higher

District Rate: 18.84%

District Response:

Belle Fourche School District utilizes multiple web-based academic programs to supplement the core academic instruction that the students receive within the classroom. Some examples of the programs we use are Reading Plus, Moby Math and Study Island. Study Island is used in our elementary and middle schools. Moby Math and Reading Plus have primarily been used at the middle school level. At the middle school level, the district targets the subgroup of students who performed below proficient with specific interventions in addition to the web-based programs previously noted (many students in this subgroup are regular education). The district makes available an additional instructional period of reading and math and encourages students in this subgroup to participate in these periods of instruction instead of exploratory/elective-type classes. The middle school as a whole has made AYP and shown growth each of the last three years on the statewide testing. The improvements have been observed throughout the student population, including the special education subgroup.

Grades 9 – 12

State Target 72% or higher

District Rate: 0%

District Response:

The inclusion services provided in the district to a majority of the special education students benefit them when it comes time to take the district and statewide assessments. The district significantly surpasses the state target rate in the area of providing instruction in the least-restrictive environment.